FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

Quality Assurance and Compliance
Onsite Monitoring Visit
for
Career and Technical Education

Broward College

April 22 - 24, 2019

Final Report

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Florida Department of Education
Division of Career and Adult Education

Broward College
Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 Quality Assurance Policies, Procedures, and Protocols Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2018-19 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables

associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review, or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for Broward College (BC) was determined to be an onsite visit. Notification was sent to Gregory Adam Haile, Esq., president, Broward College on November 26, 2018. The designated representative for the agency was Ms. Christine Honeycutt, dean, Career and Technical Education Support Services.

The onsite visit to the agency was conducted April 22-24, 2019. The two representatives of the division present during the visit were program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the QAC section.

V.   BROWARD COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2016-17
CTE (possible duplication at program level): Postsecondary – 15,358

The provider was awarded the following grants for FY's 2016-17, 2017-18 and 2018-19:

Finance
FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Postsecondary	062-1617A-7CP01	$ 3,050,166.00	$ 109,343.13

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Postsecondary	062-1618A-8CP01	$ 2,405,319.00	$ 142,795.60

FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Postsecondary	062-1619B-9CP01	$ 2,685,009.00	$ n/a

Additional information about the provider may be found at the following web address: http://www.broward.edu

VI.   MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, records review, inventory review and interviews with administrators.

Onsite Visits
Members of the team made onsite visits to the following locations:
- BC- Cypress Creek Administration Center
- BC- Central Campus
- BC- South Campus
- BC- North Campus

Entrance and Exit Conferences
The entrance conference for BC was conducted on April 22, 2019. The exit conference was conducted on April 24, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Christine Honeycutt	Dean, Career & Technical Education (CTE) Support Services	X	X
Claudia Alvarado	Lead, CTE Credit for Prior Learning & Enrollment	X	X
Renato Cortez	Associate Dean, CTE Support Services	X	X
Nadine Kingston	Grants Accounting Manager	X	
Mildred Coyne	Executive Director, Workforce Education & Economic Impact		X
Irma Avila	Specialist, CTE Support		X
Fortin Jean-Pierre	Lead, CTE Program & Career Services		X
FDOE Monitoring Team			
Andrew Goldsmith	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

A. **ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

- The CTE program director and administrative staff for BC have multiple years of experience within their respective program areas. Their experience and management of their grants extend well beyond just the administrative side. CTE administrators are also heavily involved in all aspects of their program management in areas such as finance, data and assessment, and inventory management.
- There are separations of duties between the administrative side of grant management and the programmatic side, but both sides work together cohesively to ensure that there is a continuous flow of information and ideas between the two sides.
- BC offers multiple opportunities for college-wide professional development. CTE administrators and instructors participate in all trainings as required by their particular program areas. Annual training is also required of finance and data and assessment administrators. FDOE sponsored training events are also attended as required.
- BC has a checks and balances system that requires a lengthy approval process, which includes the college president, prior to the Perkins grants being submitted to FDOE.

B. **DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- BC uses the CID® system as their integrated management information system (MIS). Desire 2 Learn is used as an online portal for instructors to record student attendance and track other student data.
- The reports coordinator is ultimately responsible for submitting data to FDOE, as well as being the point person for any error reports that may be sent back by the state. There is a checks and balances system in place for the collection, verification and submission of student data to FDOE.
- Data and assessment coordinators are required to complete training prior to being given access to a particular part of the MIS system.
- Non-exempt BC students are assessed utilizing American College Testing (ACT) and Scholastic Assessment Test (SAT) scores; the Postsecondary Education Readiness Test (PERT); Tests of Adult Basic Education (TABE); and the Level of English Proficiency (LOEP) exam. Students within the public safety program are required to pass the Florida Department of Law Enforcement regulated Criminal Justice Basic Ability Test (CJBAT) prior to acceptance into a program.
- TABE test proctors are all certified as required by FDOE and the testing companies. Certifications were verified while onsite.
- Student and program data is utilized for annual Program Vitality Reviews, student success measures, enrollment management, Perkins program improvement plans and new program development. This data is also used as a determining factor when programs are being discontinued.

C.   **CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.

- BC offers 128 CTE programs and eight career pathways located across multiple campuses and learning centers to serve the local community and their students.
- Each campus of BC has a department that specifically serves and caters to the needs of those students who have self-declared a disability with the college. In no instance would the college ever refuse reasonable accommodations for a student with specific needs.
- The CTE programs are supported by strong advisory committees that play a pivotal role in improving the quality of the CTE programs. These committees meet at least twice per academic year, and offer insight on current industry trends, current job outlooks and recommendations for industry specific equipment needs.
- There is a good relationship with CareerSource Broward (CSB) and the local community. The CTE program is well respected within the region, and leads multiple community outreach initiatives that are aimed at educating those individuals most in need about the program offerings at BC.
- BC offers student academic services such as Seahawk Outreach Services (SOS), Career Services, Academic Support Services, student academic advisors, student success coaches and many others. These services enhance a student's chances at excelling within the classroom, and becoming a productive member of a job workforce.

D.   **TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- BC utilizes the Workday® system as its integrated inventory management system.
- All equipment over $1,000 is assigned a numbered asset identification tag that is used for the tracking of inventory during the college's annual school wide inventory. All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system.
- Each piece of equipment is assigned to either a teacher or program administrator, but the department head is ultimately responsible for all equipment within his/her program area.
- BC has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- Technology and equipment is up to date and is being used specifically for CTE programs. The technology is integrated into the curriculum as required per program.
- There have been instances of stolen equipment and/or inventory items. Police reports are filed for items over $1,000, and campus public safety reports are filed in all instances of theft no matter the dollar value of the item.

E.   **ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9468.

F. **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Sample advisory committee minutes, agendas and sign-in sheets
- Grant funded procurement/purchasing records
- Grant funded travel records
- College policies and procedures for finance and procurement
- College technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Policies and procedures for lost and stolen equipment
- Inventory records and listings
- Student data records
- Curriculum manual
- TABE certifications
- Infrastructure cost agreement with CareerSource Broward
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- College and program sponsored training records – sign-in sheets, agendas, etc.

G. **FINANCIAL:** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- BC has financial policies and procedures in place to ensure effective and efficient cash management of CTE grants funds.
- BC uses the Workday® enterprise resource planning (ERP) system for grant management, expenses, payroll and human resources.
- BC has precise and thorough procedures for the procurement of equipment and inventory that is funded by federal grants.
- Grant funded purchases and travel must go thru an extensive approval process prior to any grant funds being disbursed. The finance department, program deans and the purchasing department represent the checks and balances that a purchase or travel request must go through before it is approved.
- Approved grant expenditures are entered into the Workday® ERP. Workday® will issue a warning if any expenditure request exceeds what has already been approved and allocated towards a purchase within the ERP system.
- The monitoring team reviewed multiple financial records for compliance including grant funded employee time and effort certifications; purchasing and procurement records; and grant funded employee travel records. All were in compliance with federal, state and college requirements.
- The CTE administrative staff holds monthly meetings in regards to upcoming grant expenditures, and to discuss the reallocation of potential unexpended grant funds. The CTE dean is also able to access real time financial reports, within Workday®, of all grant expenditures at any time.

H. **COLLABORATION:** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- BC has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the college. The list of partners include, but are not limited to:
  o Greater Ft. Lauderdale Alliance
  o Broward County Public Schools
  o Broward Community Schools
  o CareerSource Broward
  o OIC of South Florida
  o Opportunity Insights
  o Urban League of Broward County
  o Boys & Girls Club
  o Jack and Jill Children's Center
  o YMCA
  o HANDY
  o Broward County
  o Lauderhill
  o Lauderdale Lakes
  o Pembroke Park
  o Hollywood
  o City of Fort Lauderdale
  o Deerfield Beach
  o Oakland Park
  o Pompano Beach
  o North Lauderdale

I. **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

Postsecondary College Credit Performance Indicators 2016-17
In 2016-17 the agency met or exceeded all postsecondary measures; therefore no PIP was required.

Postsecondary Certificate Performance Indicators 2016-17
In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:
- 1A1 Technical Skills: Local Actual of 66.62% vs. Local Agreed of 84.00%

J. **PROGRAMS OF STUDY:**

Implementation of Programs of Study
As part of the DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit.

During the monitoring visit to BC, Cathy Hammond and Heather Conley of the Federal and State Initiatives (FSI) section of the Division discussed via a conference call, submitted narrative and materials on POS with BC staff on April 23, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study 2016-17 school year: Network Support Services (secondary)/ Network System Technology (postsecondary)

Program Identification and Oversight
- To identify a POS, BC completes what they call their 'New Program Proposal' process. Staff discussed their 'New Program Proposal' process that include an environmental scan (ES) of the labor market, competing schools and resources necessary to execute a new program. The ES is used as a way to determine labor market needs in their tri-county area, thus assisting with selecting programs to offer. Among those tools are Economic Modeling Analyst, Career Coach as well as Burning Glass, which provides real-time labor market data and forecasts of labor market trends, wages and other relevant factors.
- Staff discussed a variety of partners that contribute to aspects of a potential secondary POS and are involved in its development, from secondary level CTE and academic educators and administrators to technical college faculty and industry staff. Although BC staff aren't on the actual program development committee, they send their best practices to the committee.
- BC staff also share their pathway maps with representatives at the secondary level. This effort helps keep the language used consistent across the three educational levels. Staff shared that each educational level uses online resources to assist in making their decisions.
- In order to align their BC programs with emerging technologies in the workforce, they interact with industry advisors who ask for program changes or additional components on a regular basis. They encourage constant feedback from employers in their region.
- BC created a Registered Apprenticeship program for information technology (IT). The WheelHouse IT firm and Hotwire Communications are two of the employers who sponsor and contribute to this program. They are planning to start this program in June 2019, with ten students and then expand in the future. They hope to recruit additional employers. This program will be a year in length and consist of six modules of training that will occur at BC.

Advisory Boards and Partnerships
- BC staff reported that they have a great working relationships with CSB, the Ft. Lauderdale Chamber, local city governments, local law enforcement and many local business/industry partners.
- There is an advisory group for all IT degree programs. Individuals are brought in from industry to provide advice on what the needs are and the current technology needed. Many students get employment through these business partners.
- BC has 128 CTE programs organized into eight "buckets" or Career Pathways, i.e. science, technology, engineering and math (STEM), Health Science, Business, etc. Each of the pathways has meetings at all levels, and they review student, registration and curricular issues, fostering cross communications with their partners. Information about all eight pathways are shared with secondary students. These pathway groups provide an internal communication stream across the college.
- CSB provides re-training funding, via the Individual Training Account. If a program is on the Targeted Occupations List (TOL) and there are a certain number of openings in this field and the wages meet a certain threshold ($12.56 or more per hour), then if a citizen applicant meets CSB criteria, they could obtain up to $12,000 towards training in this educational

program. A total of 130-150 students across BC campuses take advantage of this opportunity provided by this important partner.

- BC faculty are on advisory committees at the technical college and provide input about curriculum and other program aspects.
- BC staff coordinate with the Broward County School District Office of Career, Technical, Adult, Community Education (CTACE) and local tech colleges, but each level creates their own portion of the POS.

Program Design

Program Content
- BC begins building the content of their POS with the FDOE frameworks at each level. They also look at industry certifications and then customize the content to local workforce needs via input from the advisory boards.

Integration of Academic and CTE Content
- Staff said every five years there is a general education (gen ed) task force that examines curriculum and looks to integrate CTE contextualized content into the gen ed courses. For example, automotive metrics are added into math courses, and communications skills are added into technology courses. Six gen ed courses are required for an associate in science (AS) degree. Some of these courses will have the customized content that includes contextualization.
- Math faculty are also sensitive to make math concepts relevant to programs areas and often contextualize homework by program areas.
- Health sciences have specific math and science academic courses required of students.

Alignment, Articulation and Credentials
- BC develops local articulation agreements in three ways: 1) determine Broward County high school career and technical concentrator courses that align with BC career and technical postsecondary courses/programs; 2) determine Broward County Technical College postsecondary adult vocational (PSAV) clock hour programs that align to BC postsecondary courses/programs; and 3) determine third party industry certifications that align to BC postsecondary career and technical courses/programs. In addition, local agreements are developed by convening the School Board's secondary partners (CTE Curriculum Specialists and Teachers), postsecondary College partners (CTE Administration, faculty) and industry partners to agree upon course equivalency.
- Their CTE Articulation Specialist conducts annual reviews of the executed articulation agreements to ensure accuracy and determine additional opportunities. This process includes a consultation with College Faculty/Administration and School Board personnel for the latest information.
- State mandated agreements are reviewed to determine the minimum course alignment, or examined to enhance the agreement and award more than the minimum number of credits.

Work-Based Learning
- When asked about student internships in the Networking Services Technology program from 2016-19, staff indicated that none of the students progressed to the last semester when the internship is offered. This may be due to the fact that 80% of students attend on a part time basis.

- BC supplies interns to local and county governments such as: Lauderdale, Ft. Lauderdale, Supervisor of Elections and Broward Sherriff's Office. Plus, they participate in a Registered Apprenticeship program for IT, as discussed above.
- BC offers internships within Broward College's IT Department to offer an opportunity for students to get work-based learning while participating in this pathway. Twenty-nine students have been selected for the IT Internship since 2017 while earning credits and gaining valuable IT experience.
- Some students get work experience through jobs on campus and also through paid and unpaid internships with local business partners.

Program Review
- Staff shared they hold an annual program viability review. During this exercise, staff review enrollment, alignment, retention, completion, frameworks, costs, certifications, and Targeted Occupation Lists, both statewide and regional. They also consider the advisory committee's recommendations with rigor and relevance in mind.
- New this year, Broward College will be starting to perform similar "Pathway Vitality Reviews" for each of their pathways.

Program Outcomes
- Staff shared that the reason their completion numbers for 2016-17 in this program of study were zero was due to this being a new program of study and it was too soon to see results.
- Staff stated in their Florida Education and Training Placement Information Program (FETPIP) data from 2016-17, the students leaving from this program of study of Network Support Services had a placement rate of 91%, most of it in local businesses in the IT industry. The average placement rate for all other programs was 87%.

Areas of Success, Innovation and Challenge
Areas of Success and Innovation
- Initiatives from BC that have brought success to a nontraditional group for the IT industry are their Women in IT group and the InTech technology club. They believe these groups have had a positive impact on their students and explain further that the Women in IT group introduces women to the industry of IT. It provides them with the understanding of the unique challenges and resources needed to advance in the technology field. Activities in this group include women speakers from the industry, technology fairs, and students meeting with female faculty to garner additional knowledge.
- BC is also involved with a non-profit, award winning organization called Code Explorers that takes students age four to 17 through a summer camp of activities intended to enable them to engage with and learn computer science, technology and engineering concepts through the use of mobile learning and technology, and to empower them to compete in a global economy.
- The BC Computer Science Department hosts a student Hackathon each year where young technology enthusiasts are invited from universities and colleges across Broward County to compete to develop new software programs. The contest encourages students to pursue careers in technology but also fosters knowledge sharing among participants from different majors. This past October, four of the winners were from BC. They created an app that turned words into Braille vibration messaging on mobile phones to assist sight challenged persons.
- BC Student Success Coaches complete very specific onboarding duties that include awarding articulated credits at the outset of admissions, plus connecting students to the correct courses in the first term. The BC Articulation Office tracks credit awarded from Credit for Learning

mechanisms to perform data quality checks. Students also receive services from advisors as they progress through their time at BC.

Challenges
- Staff explained previous challenges with IT industry certification attainment resulted from many students taking part-time course work and not actively pursuing industry certifications due to early exit for work opportunities. Some local employers require the certifications and some do not.
- Staff on the call stated that they are trying to learn from past missteps and are now using Perkins funds to assist students by paying for their certification exam fees. They now offer these Boot Camps for certification preparation where they prep the students for the content of the exams, then test them immediately following the camp. Due to these efforts, they have seen their numbers of certifications earned across all their IT programs double each year since they began this initiative in 2015-16.

Promotion of CTE
The Networking Systems Technology POS is marketed by pathway to Broward County Public Schools, Technical Colleges, Career Source Broward, community organizations and local businesses. Partners involved are: Broward College, CareerSource Broward, IT Advisory Committee members, Broward County Public Schools and Technical Colleges.

VIII.   REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
Corrective Action Plan – Broward College is not required to complete a CTE Corrective Action Plan.

IX.   SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the BC onsite monitoring visit. Special thanks is offered to Ms. Christine Honeycutt for her participation and leadership during this process.

Broward College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: **BROWARD COLLEGE** Program type: **CTE** Target Year: **2016-2017** Monitoring Year: **2018-2019**					
Metric	**Scaling**	**Point Value**	**Points Assigned**	**Weight**	**Total Metric Points**
Number of Years Since Last Monitored	7 or More Years	7	3	X 10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	X 8	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	X 8	8
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	1	X 6	6
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	0	X 4	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**170**

Data sources used for calculations: Prior to July 1, 2017

Broward College Highlights

Among the highlights of our successes is the fact that Broward College has made the Aspen Institute's Top 10 ranking three times in five years. In 2019, the Aspen Institute College Excellence Program named Broward College one of the Top Ten Colleges in the nation, and in 2017 the Aspen Institute named Broward College a Finalist with Distinction and one of the top three colleges in the nation from a list of almost 1,000. The College was also named a Top Ten Institute in 2013. One of our most lauded achievements by the Aspen Institute has been our improvements in completion rates and success with graduate job placement and workforce readiness. By strategically reaching out to traditionally underserved student populations and providing exemplary student support from the first day of class to graduation, our degree completion rate is ranked eight percent higher than comparable institutions nationally. Through ongoing innovation and expansion of STEM degree programs, Broward College continues to train students for careers which, according to the Florida Chamber of Commerce - Florida 2030 Project, will experience significant growth in the next 20 years. Our programs are now structured to help sustain local economic growth and development. Since 2007 we have added ten in-demand bachelor's degrees, including programs in critical fields such as Information Technology, Technology Management, Supply Chain Management, Nursing, Teacher Education, Environmental Science and most recently in Aviation/Aerospace.

From academic restructuring using the Guided Pathways model, improved student services, technology advancement and location expansion, what we have accomplished is in large part due to the unique entrepreneurial approach we take to higher education. Our objective has been to provide high-quality, easily accessible and affordable education to everyone. Our partnership with the community and local businesses has ensured that our curricula and training align with workforce needs. Broward College graduates are among the most qualified and sought after in the region. This is verified by the fact that many of our graduates earn more in their first year of employment than graduates from comparable institutions with similar degrees.

RECORD ENROLLMENT GROWTH
One of the greatest indicators of the impact of Broward College on the region has been the increase in enrollment since 2007. Through multiple approaches which include improved student services, restructured programs, and expanded locations, enrollment rose from approximately 47,000 in 2007 to 62,631 in 2018. Also, dual enrollment has more than doubled to over 4,000 students over the same period. A total of 270,383 students have taken credit courses at Broward College, and 90,887 have graduated with a bachelor's degree, associate degree, or certificate. In spring 2018 the College awarded 2,916 associate degrees, the largest single conferral in its history.

STUDENT SUCCESS AND ACADEMIC EXCELLENCE
Broward College students continue to impress with their achievements - the number one testament to the quality academics fostered by the institution.

NCLEX PASS RATE
The Broward College Nursing program has set the standard for academic excellence. Nursing students pass the National Council Licensure Examination (NCLEX) at 94%. This is a higher rate than the Florida average of 72%, and they are ready for employment.

TOP LAW ENFORCEMENCEMENT TRAINING ACADEMY
In 2018, the College was named one of the Top Five Training Institutes for the State Officer Certification Exam (SOCE). Broward College graduates have the highest passage rate (96%) in the state. Passage of

the SOCE is required to become a police officer, sheriff's deputy or corrections officer. In addition to earning the highest passage rate, Broward College reported a total of 200 students who sat for the exam.

HUMAN RESOURCES PASS RATE
100% of students in the Human Resources program pass the National Society for Human Resource Management Senior Certified Professional Exam, which is highly desired by future employers.

IVY LEAGUE TRANSFERS
In the last decade, more than 100 Broward College students have successfully transferred to Ivy League Colleges through rigorous study and successful completion of their first two years of the bachelor's degree curriculum. Broward College is highly ranked for the number of Jack Kent Cooke Scholarships received. Since the launch of the scholarship in 2000, 21 Broward College students have won the award.

INDUSTRY CERTIFICATIONS EARNED
Broward College was number one in awarding industry certifications in the state of Florida for five of the past six academic years from 2013 to 2019.

ADDITIONAL LOCATIONS AND IMPROVED FACILITIES
Another creative partnership that has helped the College expand its programs and support to the community comes through real estate. Broward College works with local government and industry leaders to attract and retain businesses and talent. For years the college has invested in the community through infrastructural development. Initiatives include the first Public-Private Partnership (P3) in 2013 that resulted in 90,000 square feet of classroom space built in Miramar West at no cost to the students or the state.

Broward College now boasts 11 locations, including three main campuses and eight centers.
- ❖ Hugh Adams Central Campus, Davie, FL
- ❖ North Campus, Coconut Creek, FL
- ❖ Judson A. Samuels South Campus, Pembroke Pines, FL
- ❖ Additional Locations and Centers:
- ❖ Cypress Creek Administrative Center
- ❖ Miramar Town Center Miramar West Center
- ❖ Pines Center
- ❖ Tigertail Lake Recreational Center Willis Holcombe Center
- ❖ Weston Center
- ❖ Broward College Online
- ❖ Broward College International Centers and Affiliates

GLOBAL EXPANSION
Since 2007, expanded opportunities for global connectivity and the development of global student perspectives have also been a focus. Through the Broward College Greene International Education Institute, educational partnerships have been established with centers and affiliates in Ecuador (2007), Vietnam (2007), Peru (2009), India (2011), Bolivia (2012), China (2012 and 2014), Kuwait (2014), Brazil (2014), Spain (2015), Morocco (2016), Indonesia (2017) and Singapore (2018).

ESTABLISHING CLEAR PATHWAYS
In 2015, Broward College was selected as one of 30 institutions nationwide to participate in the Pathways Project, led by the American Association of Community Colleges (AACC). Pathways@BC, is a new academic model that combined similar programs into learning communities called Pathways, arranged student coursework and certifications to match workforce standards and prepare students for careers with sustainable earnings. Organizing 145 academic programs into eight career pathways

enhanced the results-oriented culture within the College and placed even more emphasis on all activities focusing on student success. Many colleges across the nation are now emulating the Broward College model of implementing the Pathway Project to post-secondary education.

ADVANCING TECHNOLOGY
The improvement process has included a mix of upgrades to administrative operations, teaching technologies and restructuring and streamlining of departments. Broward College continually identifies tools that best facilitate and develop programs that support our mission and ensures its students have access to the latest technologies available in their desired field of employment.

All Broward College courses include an online component, providing connections to rich online communication tools and resources. Faculty members are increasingly using technology to interact with students outside the classroom. During the 2016-17 academic year, Broward College Online doubled its available technical certificates and degrees from 26 to 53. Each year the College has increased the number of desktop computers available in its libraries to allow more students access to good IT infrastructure, and classrooms are renovated with the latest state-of-the-art technology. Broward College is one of the first public colleges to adopt a fully online, cloud-based system.

SCHOLARSHIPS AND DONORS
From 2007 to 2018, through support from individual and corporate donors, the Broward College Office of Advancement has awarded more than $28 million in scholarships which have significantly contributed to the academic excellence and achievements of Broward College students. A total of 17,935 students have benefited from scholarships totaling more than $22 million. The American Dream Scholarship, established in 2015 to assist students who have completed at least 75 percent of their degree, has assisted 1,484 students with funding of $1,966,972.

SUPPORTING BUSINESS GROWTH
Over the years Broward College has identified and implemented new initiatives to strengthen the region's economic profile. The Broward College Innovation Hub, a mixed-use business incubator, was opened in April 2015 with the expressed purpose of helping entrepreneurs launch and grow successful businesses by providing a one-stop resource center with access to mentors, advisors and investors. Since the start of the program, 22 businesses have been successfully launched. Startup NOW, Broward County's leading accelerator program, is a partnership between the Broward College Innovation Hub and Career Source Broward providing an estimated $20,000 in free resources to qualified participants including business advice, education and mentoring. The J. David Armstrong, Jr. Student Venture Fund launched in 2018, adds another layer of support to the accelerator program. Up to $5,000 in seed funding offered to each student entrepreneur who completes the program. Broward College is also home to Internship Edge, a step-by-step guide to help local businesses launch and sustain internship programs. This guide was presented to the Broward Workshop, an organization made up of business leaders throughout the county, encouraging new opportunities for students to secure real-world experience in their chosen field.